

INDIANA SOCIAL-EMOTIONAL ARTS-BASED LEARNING COMPETENCIES



DANCE STANDARDS



SENSORY-MOTOR INTEGRATION

Sensory motor integration is the unique sensory development and emotional ability of each person to be aware of their mind-body connection. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, and increasing alertness for learning. This competency is essential for all children, regardless of developmental assets or needs. Further, this competency is a part of providing trauma responsive education, because we know that toxic stress impacts the hearts, minds, and bodies of children.

1A. Students demonstrate an understanding of body awareness and that all emotions live in our bodies.

"I feel an awareness of my emotions in my body."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none">1. Students identify and actively participate in sensory exercises for body and brain awareness to cope with life stressors.2. Student identifies a bodily sensation and can draw what it looks like and/or how it feels in the body.3. Students begin to identify two or three emotions in their body where they need to pause and think.	<p><i>Dance Anchor Standard 1:</i> <i>Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2:</i> <i>Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10:</i> <i>Synthesize and relate knowledge and personal experience to make art.</i></p>	<ol style="list-style-type: none">1. Use movement and choral responses to activate students' brains to a learning activity: Call-and-responses like <i>Boom Chicka Boom</i> or <i>Are We Ready?/Yes, We Are</i> and the use of drum beats, claps/slaps, or mimicking silly sounds like "oozy woozy-oozy woozy" can positively engage students as a group using and use a variety of senses.2. Play whole group <i>Simon Says</i> to encourage body awareness and promote self-regulation.3. Participate in community circles listening to a variety of rhythms, moving/dancing, and drumming to a variety of beats.

			<p>4. Pause and reflect activities can be taught through art, music, or game play. For example, students can move their bodies to music. When the music stops, students must freeze the body in a position where the music ends.</p>
<p>Late Elementary (3-5 grade)</p>	<p>1. Students identify and actively participate in sensory exercises for body and brain awareness to cope with life stressors.</p> <p>2. Students identify bodily sensations and can draw what it looks like and/or how it feels in the body and are beginning to add feeling words to body sensations.</p> <p>3. Students identify two or three different emotions felt in their body to be aware of body and mind connection.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Identify a sensation when you feel worried, stressed, etc. Discuss how and where you experience this sensation. Examples of sensation words are: prickly, edgy, soft, teary, calm, peaceful, numb, fuzzy, etc. What other sensations can students name? Create single movements or movement phrases (series of movements) to demonstrate and remember sensation words.</p> <p>2. Pause and reflect activities can be taught through movement. For example, students can move their bodies to music. When the music stops, students must freeze the body in a position where the music ends.</p> <p>3. See the Mindfulness activity, <i>Rain Shower</i>, in the <i>Social-Emotional Learning Toolkit</i> (page 31) for additional information on this activity.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students are able to identify a sensation in the body through movements, art, focused attention practices and learning about the brain's neuroanatomy.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Create a sensation word wall list in classrooms and schools so students can pull from these words when needed for self-awareness and self-expression. These sensations can be used in movement exercises and given size, shape, and color.</p>

	<p>2. Students describe and list a variety of body sensations they experience each day to cope with life stressors.</p>		<p>2. Listen to a variety of musical genres to notice sensations that occur in the body. Track body movements that occur naturally, sounds or rhythms that calm or stir up emotion, and identify words or phrases to explain how one reacts to the music. Listening to, moving to, or performing a variety of music genres helps re-establish helpful connections in the lower brain.</p> <p>3. Track resting pulse rate (oximeter). Note and discuss how this rhythm changes throughout a class period, morning, evening, or through the week. Graph your results. Identify a sensation and draw what it looks like and how it feels in your body. Give the sensation a color, size, and shape. Share and discuss with others.</p> <p>4. See the Mindfulness activity, <i>Body Scan Meditation</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 33) for additional information on this activity.</p>
Early High School (9-10 grade)	<p>1. Students identify body and natural rhythms such as heart rate, breathing, and sleeping, with regard to feelings, thoughts, and behaviors.</p> <p>2. Students use mind-body techniques to cope with life stressors and to become more aware of where they feel stress in the body.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Use movement through shaking, dancing, and yoga - finding a pattern of breathing that feels good. Reflecting and sharing these different sensations and rhythms with others connects to critical social-emotional well-being.</p> <p>2. See the Mindfulness activity, <i>Body Scan Meditation</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 33) for additional information on this activity.</p>

	<p>3. Students are able to identify a sensation in the body through movements, art, focused attention practices, and learning about the brain's neuroanatomy.</p> <p>4. Students describe and list a variety of body sensations they experience each day.</p>		
Late High School (11-12 grade)	<p>1. Students use mind-body techniques to cope with life stressors and to become more aware of where they feel stress in the body and throughout their regular daily routine.</p> <p>2. Students are able to focus on their own body and breath.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Use movement through shaking, dancing, and yoga - finding a pattern of breathing that feels good. Reflecting and sharing these different sensations and rhythms with others connects to critical social-emotional well-being.</p> <p>2. See the Mindfulness activity, <i>Body Scan Meditation</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 33) for additional information on this activity.</p>

1B. Students manage transitions and changes in routine.

"I feel ready for transitions and can show I am adaptable to change."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. Students begin to develop routines that ease difficult transitions in the school and home environments moving from one activity to another. (Home to school; playground to program; familiar to unfamiliar settings, etc.).	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Use movement and choral responses to activate students' brains to a learning activity: Call-and-responses like <i>Boom Chicka Boom or Are We Ready?/Yes, We Are</i> and the use of drum beats, claps/slaps, or mimicking silly sounds like "oozy woozy-oozy woozy" can positively engage students as a group using and use a variety of senses.</p> <p>2. Play whole group <i>Simon Says</i> to encourage body awareness and promote self-regulation.</p> <p>3. Participate in community circles listening to a variety of rhythms, moving/dancing, and drumming to a variety of beats.</p>
Late Elementary (3-5 grade)	<p>1. Students begin to identify sensations to describe how they are experiencing an event, person, or relationship. (Example: I am feeling prickly.)</p> <p>2. Students can name ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Identify a sensation when you are around a person or situation that is unfamiliar. Discuss how and where you experience this sensation in your body. Examples of sensation words are: prickly, edgy, soft, teary, calm, peaceful, numb, fuzzy, etc. What other sensations can students name? Invite students to demonstrate through movement what these sensations feel like, look like, and where they occur in the student's body.</p> <p>2. Create a sensation word wall list in areas of a classroom or school so students can</p>

			<p>visualize and use words and phrases for written, verbal, and in movement to increase self-awareness and expression.</p> <p>3. Play the interactive game, <i>And Freeze</i>, to help students build mind-body awareness through music and movement. Please see the <i>Building Social-Emotional Wellness Through the Arts Toolkit</i> for additional details.</p>
Middle School (6-8 grade)	<p>1. Students identify bodily sensations and connect to the feeling they are experiencing. (Example: My anger feels hot and need in my stomach and my hands.)</p> <p>2. Students begin to practice ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Create a sensation word wall list in areas of a classroom or school so students can visualize and use words and phrases to increase their mind-body awareness.</p> <p>2. Engage students in the activity <i>Mirror Your Partner</i>. Please see the <i>Building Social-Emotional Wellness Through the Arts Toolkit</i> for additional details.</p> <p>3. Play the interactive game, <i>And Freeze</i>, to help students build mind-body awareness through music and movement. Please see the <i>Building Social-Emotional Wellness Through the Arts Toolkit</i> for additional details.</p>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate flexibility and adaptability as they move from familiar to unfamiliar tasks. 2. Students gain awareness of adjustment needs for academic, behavior, and social success at school, home, and community. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Dancin' To The Beat</i> activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Invite students to participate in the <i>Strike A Pose</i> activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 3. Practice the Mindfulness activity, <i>Body Scan Meditation</i>. Details for this activity can be found in the Social-Emotional Learning Toolkit (page 33).
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students recognize and identify the sensations associated with the academic, social, and emotional transitions and have the skills to express adaptability and flexibility. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Use movement or find a pattern of breathing that feels good to students. Reflect as to when having a specific way of moving or breathing can allow for times when flexibility is necessary or to use when unfamiliar tasks are encountered. 2. Invite students to participate in the <i>Dancin' To The Beat</i> activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 3. Practice the Mindfulness activity, <i>Body Scan Meditation</i>. Details for this activity can be found in the Social-Emotional Learning Toolkit (page 33).

INSIGHT

Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-awareness, and empathy for others. Insight helps students recognize their own strengths, areas of growth, identities, and how they complement each other in the larger society. Insight also helps students value how others feel and think differently from themselves.

2A. Students identify a wide range of body sensations, feelings, and emotions.

“I am aware of how emotions are felt and expressed by myself and others.”

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none">1. Students develop and demonstrate emotional vocabulary to describe their feelings with the support of a trusted adult.2. Students identify and name emotions and body sensations. Students continue to add feelings, emotions, and body sensations to express themselves.3. Students process how to express emotions with “I feel” statements.	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none">1. Choose a simple body part to create and describe an emotion or feeling in a choreographic way with a beginning, middle and end.2. Draw, act out, or write a list of known emotions and share a time a particular emotion affected their response.3. Select a piece of music (best one without lyrics). Invite students to listen and then respond through movement how they interpreted the emotion the composer may be trying to portray and/or how the music made them feel.

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students add feeling and emotion-specific words to their shared vocabulary. 2. Students continue to process how to express emotions with “I feel” statements. 3. Students consistently add feelings, emotions, and body sensations to express themselves through a variety of modes. 4. Students can explain the mind-body-emotion connection. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Use dance elements of Body, Energy, Space and Time to express an emotion in a choreographic way with a beginning, middle and end. 2. Select a piece of music (best one without lyrics). Invite students to listen and then respond through movement how they interpreted the emotion the composer may be trying to portray and/or how the music made them feel. 3. Play, <i>Dancin’ To The Beat</i>, to help students develop emotional awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students use “I feel” statements to communicate their rationale for their emotional expressions. 2. Students continue to build emotional and feeling-specific vocabulary. 3. Students learn about the mind-body-brain connection and its role in our learning and relationships. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Play, And ... Freeze, to help students develop emotional and body awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Identify a character's emotion in a story and replicate that emotion with facial expressions and body gestures. Students share a time the same emotion was felt themselves using actor's tools of Body, Voice and Imagination. 3. Brainstorm and then develop a list of emotions. Students are invited to use body movements to express each emotion on the list and to think about how each emotion feels in their bodies.

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students build mastery of emotional vocabulary to describe their feelings, emotions, and body sensations. 2. Students understand the connections between their behavioral responses and their emotions, thoughts, actions, and cultural contexts. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Play, <i>Dancin' To The Beat</i>, to help students develop emotional awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Students practice "I feel" statements with peers collaboratively through role-play or through demonstrating movement phrases. 3. Identify a sensation and create a dance to demonstrate what it looks like and how it feels in your body. Give the sensation a color, size and shape. 4. Invite students to participate in the <i>A Picture Says A Thousand Words</i> activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students build mastery of emotional vocabulary to describe their feelings, emotions, and body sensations. 2. Students understand the connections between their behavioral responses and their emotions, thoughts, actions, and cultural contexts. 	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. View TedTalk videos or YouTube Videos that share perspectives, emotions, feelings and interpretations of people overcoming a problem or stressful situations through movement. Watch, discuss and reflect collaboratively with peers or whole class.

			<p>2. Discover how specific words can describe specific emotions and feelings. Explain how physical words commonly get associated with emotions. Helpful tool found here (Putting Words to Our Emotions). Invite students to connect how these feelings words connect with various body movements.</p> <p>3. Identify a sensation and create a dance to demonstrate what it looks like and how it feels in your body. Give the sensation a color, size and shape. Share or discuss with others. See <u><i>Social- Emotional Learning Toolkit</i></u>.</p> <p>4. Invite students to participate in the A <i>Picture Says A Thousand Words</i> activity. See the <u><i>Building Social-Emotional Wellness Through the Arts Toolkit</i></u> for additional details.</p>
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2B. Students recognize personal strengths, areas of growth, identities, and how they complement each other in the larger society.

"I am aware of my strengths, areas of growth, identities, and how they complement each other in the larger society. "

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. With the support of their learning community, students begin to demonstrate an awareness of their personal strengths and identities.	<i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	1. Create a collaborative personal strength word wall in the design of a tree so students can list their strengths but also attend to the root of the tree discussing ways that nourish and grow their strengths. Use movement to demonstrate how strengths grow. Students can select various strength words from the word wall and demonstrate through body movement what this strength looks like and feels like.
Late Elementary (3-5 grade)	1. Students continue to identify their unique strengths and identities with the support of their learning community and explore how they connect to the larger society.	<i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	1. Allow students to communicate through movement phrases/choreography, through journaling, through role-play, or by creating a visual representation of their personal strengths or interest areas they enjoy doing or want to pursue. 2. Create a collaborative personal strength word wall in the design of a tree so students can list their strengths but also attend to the root of the tree discussing ways that nourish and grow their strengths. Use movement to demonstrate how strengths grow. Students can select various strength words from the word wall and demonstrate through body movement what this strength looks like and feels like.

Middle School (6-8 grade)	<p>1. Students begin to understand how their personal strengths and identities connect to societal aspects, emotional, behavioral, and academic learning.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<p>1. Create an acrostic poem that identifies a strength for each letter of the student's name. See the activity, <i>Acrostic Poem</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 35) for additional information on this activity. Invite students to create movements for each letter or a dance that accompanies their acrostic poem.</p>
Early High School (9-10 grade)	<p>1. Students identify and assess personal identities and external supports and barriers.</p> <p>2. Students understand the importance of strengths and identities in their learning goals and future plans.</p> <p>3. Students are able to connect their personal strengths and identities to their post-secondary opportunities.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<p>1. Create an acrostic poem that identifies a strength for each letter of the student's name. See the activity, <i>Acrostic Poem</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 35) for additional information on this activity. Invite students to create movements for each letter or a dance that accompanies their acrostic poem.</p> <p>2. Engage in College/Career Readiness Surveys & Assessments that support student strength development. Students create a Vision Board to reflect their findings after taking the surveys. See the activity, <i>Vision Board</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 37) for additional information on this activity. Students can develop specific body movements to accompany the key details and strengths identified on the vision board.</p>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students use their personal strengths and identities to be empathetic and support others. 2. Students communicate an understanding of their growth and development, highlighting their personal strengths. 3. Students are able to connect their personal strengths and identities to their post-secondary opportunities. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Create an acrostic poem that identifies a strength for each letter of the student's name. See the activity, <i>Acrostic Poem</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 35) for additional information on this activity. Invite students to create movements for each letter or a dance that accompanies their acrostic poem. 2. Engage in College/Career Readiness Surveys & Assessments that support student strength development. Students create a Vision Board to reflect their findings after taking the surveys. See the activity, <i>Vision Board</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 37) for additional information on this activity. Students can develop specific body movements to accompany the key details and strengths identified on the vision board.
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2C. Students demonstrate self-efficacy.

"I am capable of learning and engaging in multiple environments."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin building an awareness of the impact their strengths have on multiple learning environments. 2. Students develop confidence by observing their peers and with explicit support from adults in the learning environment. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Look at the list of personal strengths, invite students to select a personal strength and create a movement to represent it. Next, in groups, ask students to combine their individual movements into a series of movement sequences. 2. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience. 3. Invite students to complete the <i>Conduct the Choir</i> Activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students participate to their ability at appropriate times without adult prompting. 2. Students demonstrate a willingness to try new tasks and share ideas with others even with the possibility of failure. 3. Students can identify internal and external barriers and understand how they impact the ability to achieve goals. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Following the reading of a story, invite students to develop a dance phrase that identifies and expresses an idea, story or feeling. 2. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students can identify personal strengths and can articulate areas of growth as it relates to their learning and behavior. 2. Students demonstrate the ability to use personal strengths in learning goals and understand that failure is only a part of learning. 3. Students can use feedback from members of their learning community to build on existing strengths. 4. Students can identify the difference between internal and external barriers and begin to identify strategies and resources to overcome them 	<p><i>Dance Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Students utilize 'strengths vocabulary' to Collaboratively develop a group performance expectations based on observation and analysis of live or recorded professional dancers. 2. Show students a dance performance. In small groups, ask students to identify the personal strengths (for example commitment, dependability, responsibility, and cooperation) demonstrated in the performance and how these strengths were used to achieve their goals.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students understand what motivates them to be successful. 2. Students feel pride in their work and recognize their unique abilities and strengths were the critical factors in success. 3. Students identify strategies 	<p><i>Dance Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<ol style="list-style-type: none"> 1. Students utilize 'strengths vocabulary' to Collaboratively develop a group performance expectations based on observation and analysis of live or recorded professional dancers. 2. Show students a dance performance. In small groups, ask students identify the leadership qualities (for example commitment, dependability, responsibility, and cooperation) demonstrated by the dancers in the performance.

	<p>to overcome internal and external barriers.</p> <p>4. Students demonstrate a willingness to be an active member of their learning community by supporting others and sharing their unique perspectives and strengths.</p>		
Late High School (11-12 grade)	<p>1. Students demonstrate a positive view of themselves and have confidence in applying their strengths and abilities in learning and future planning.</p> <p>2. Students demonstrate a willingness to actively participate, support other learners, and share their unique ideas and strengths with others in their school and community.</p> <p>3. Students practice strategies to overcome internal and external barriers.</p> <p>4. Students understand the impact of external barriers on achieving goals and support members of their learning community in ways that minimize the impact.</p>	<p><i>Dance Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Students utilize 'strengths vocabulary' to Collaboratively develop a group performance expectations based on observation and analysis of live or recorded professional dancers.</p> <p>2. Show students a dance performance. In small groups, ask students identify the leadership qualities (for example commitment, dependability, responsibility, and cooperation) demonstrated by the dancers in the performance.</p>

REGULATION

Regulation refers to one's ability to recognize and navigate emotions, feelings, cognitions and behaviors during challenging situations. Regulation skills build agency, self-discipline, self-motivation, and impulse control.

3A. Students demonstrate agency to manage their thoughts, feelings, and behavior across different contexts.

"I understand my emotions and I'm working to respond in a healthy way."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to acknowledge and advocate for their needs. 2. Students begin exploring use of strategies aligned to brain development to navigate intense or difficult feelings. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Use movement phrases, sound activation, and deep breathing activities to help regulate impulses/emotions. 2. Practice naming needs and wants while determining the difference between the two. Use appropriate choral responses as a group to practice naming needs and wants aloud. Choral responses are matched with specific body movements. 3. Explore various types of music and ask students how their body feels in response to each of the different types (rhythms, pace, genre, etc.) of music. 4. Invite students to participate in the <i>And . . . Freeze</i> activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students practice opportunities to learn and explore tools that will help them be aware of both positive and challenging emotions, respond in a healthy way, and focus on their goals. 2. Students begin to understand emotions and how to respond in a healthy way by observing others in their learning community. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Use movement phrases, sound activation, and deep breathing activities to help regulate impulses/emotions. 2. Practice naming needs and wants while determining the difference between the two. Use appropriate choral responses as a group to practice naming needs and wants aloud. Choral responses are matched with specific body movements. 3. Explore various types of music and ask students how their body feels in response to each of the different types (rhythms, pace, genre, etc.) of music. 4. Invite students to participate in the <i>And . . . Freeze</i> activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students identify and describe the role of the amygdala in anxiety, aggression, and fear. 2. Students identify, describe, and draw how emotions affect how they feel and behave, connecting the feelings to the corresponding brain parts. To find additional information on the role of the amygdala, 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<ol style="list-style-type: none"> 1. List, diagram, role-play and discuss the relationship between emotions and sensations. What do they feel like in our bodies? How are they connected, and how are they different? Where do you feel and experience these in your body? Invite students to select an emotion and demonstrate the emotion through body movements.

	<p>please visit this <u>site</u>.</p> <p>3. Students practice strategies that are aligned with brain development when they begin to notice a heightened emotional response (sometimes with an adult prompt).</p>		<p>2. Teach the 5x5 Rule: If it won't matter in 5 years (5 months, 5 weeks), don't spend 5 minutes being upset by it. As well, have students create movement phrases, sound/music cues, and deep breathing activities to help regulate impulses/emotions.</p> <p>3. Watch movie clips where strong emotions are shown by characters. Interpret and discuss how these emotions are seen, heard, and felt by the characters and others in the scene. Discuss how the emotion was either handled well or if a different regulation strategy would have worked better. Students will then develop their own creative presentation to demonstrate an example of a regulation strategy using movement.</p>
Early High School (9-10 grade)	<p>1. Students demonstrate an understanding of how their choices/actions impact others and have knowledge of emotion management strategies that can be implemented.</p> <p>2. Students pause and reflect before they employ “stop and think” approaches or “self-talk” strategies.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<p>1. Watch movie clips where strong emotions are shown by characters. Interpret and discuss how these emotions are seen, heard, and felt by the characters and others in the scene. Discuss how the emotion was either handled well or if a different regulation strategy would work better. Discuss with students how they would respond in a similar situation. Students may show their responses through movement phrases or a re-enactment of the scene. Students can then create their own media presentation to demonstrate an example of a regulation strategy.</p>

			<p>2. Teach students how to challenge and change negative automatic thinking and other "self-talk" strategies. Discuss the concept of neuroplasticity and how patterned repetitive experiences change the structure and function of our brains and produce different habits, feelings, and coping strategies. Students could develop their own 'thought-stopping' technique through the use of a body movement as their reminder.</p> <p>3. Introduce and/or practice various mindfulness strategies; task students to work individually or in small groups to come up with a movement-oriented mindfulness activity to share with the class.</p>
Late High School (11-12 grade)	<p>1. Students apply focused attention practices to help increase their attention and focus.</p> <p>2. Students practice strategies aligned to brain development when they begin to notice a heightened emotional response without adult prompting.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<p>1. Have students create a dance for younger students on the importance of self-regulation sharing what happens if we react without pausing and thinking about feelings and next steps? What are three benefits to emotional regulation? How can they use body movements to support regulation?</p> <p>2. Introduce and/or practice various mindfulness strategies; task students to work individually or in small groups to come up with a movement-oriented mindfulness activity to share with the class.</p>

3B. Students recognize life stressors and have strategies to manage them.

"I can recognize situations that make me feel stressed and take appropriate steps to change them."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to identify challenging situations and create stress-reducing coping strategies that help calm the amygdala and nervous system with help from an adult.</p> <p>2. Students recognize body sensations and emotional reactions when feeling life stressors.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<p>1. Share visuals, video clips, worksheets, or other tools to help teach students about where in their bodies they may be feeling stress and experiencing physical sensations. See the activity, <i>How Does My Body Feel?</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 43) for additional information on this activity.</p> <p>2. Select a piece of music (best one without lyrics). Invite students to listen and then respond through movement how they interpreted the emotion the composer may be trying to portray and/or how the music made them feel and the connection to their bodies.</p>
Late Elementary (3-5 grade)	<p>1. Students identify challenging situations and attempt various stress-reducing strategies in effort to calm the amygdala and nervous system. (with or without the help of an adult)</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<p>1. Share visuals, video clips, worksheets, or other tools to help teach students about where in their bodies they may be feeling stress and experiencing physical sensations. See the activity, <i>How Does My Body Feel?</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 43) for additional information on this activity.</p> <p>2. Select a piece of music (best one without lyrics). Invite students to listen and then respond through movement how they interpreted the emotion the composer may be trying to portray and/or how the music made them feel and the connection to their bodies.</p>

Middle School (6-8 grade)	<p>1. Students apply various stress-reducing coping strategies when faced with challenging situations (and may or may not need support and/or reminder from an adult).</p> <p>2. Students are able to recognize different stressors and their stress responses.</p>	<i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<p>1. Provide opportunities to role-play, create scenarios, and/or engage in other game-based activities to provide students multiple opportunities to practice identifying stressful situations and apply healthy coping strategies.</p> <p>2. Teach students about the three different types of stress responses (3 types: Positive, Tolerable, & Toxic) and provide scenarios and activities for practice and application -- *Students can create dance and/or movement responses to demonstrate each of the responses.</p>
Early High School (9-10 grade)	<p>1. Students identify supportive adults they can use as resources during challenging times.</p> <p>2. Students are able to recognize different stressors and their stress responses in order to practice healthy coping strategies.</p>	<i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<p>1. Provide opportunities to role-play, create scenarios, and/or engage in other game-based activities to provide students multiple opportunities to practice identifying stressful situations and apply healthy coping strategies.</p> <p>2. Practice the 5/60 strategy; Plan 5 minutes out of every hour to practice a mindfulness activity. Mindfulness activities can include mindful breathing, body scan, or mindful movement. Encourage students to think and create movements or choreography that offers the opportunity to practice mindfulness.</p>
Late High School (11-12 grade)	<p>1. Students identify supportive adults and peers they can use as resources during challenging times.</p>	<i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<p>1. Practice the 5/60 strategy; Plan 5 minutes out of every hour to practice a mindfulness activity. Mindfulness activities can include mindful breathing, body scan, or mindful movement. Encourage students to think and create movements or choreography that offers</p>

	<p>2. Students recognize their life stressors and have strategies to manage them.</p> <p>3. Students demonstrate an understanding of how their brains respond to stress and practice healthy coping.</p>		<p>create movements or choreography that offers the opportunity to practice mindfulness.</p> <p>2. Teach students about automatic negative thinking and how to use positive self-talk. Teach about negative brain bias that is carried into every stressful situation. Show a Conscious Leadership documentary in class and discuss the content in relationship to one's emotions and responses to those emotions in a life situation that is stressful. Have students create and share their own interpretative dance to respond to this documentary.</p>
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3C. Students understand the actions required to show personal responsibility.

"I can take responsibility through my actions."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to demonstrate their understanding of classroom and school norms, and the consequences when they are not followed.</p> <p>2. Students view the classroom as a community and their own roles and responsibilities within their community.</p>	<p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<p>1. Use the <i>Move To The Music</i> Activity to help teach classroom norms and collaborative skills. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. To begin to help with impulse control, students play the game, <i>And...Freeze</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Late Elementary (3-5 grade)	<p>1. Students and teachers co-create rotating class roles and responsibilities.</p> <p>2. Students demonstrate an understanding of the impact of their choices and actions.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<p>1. Use the <i>Move To The Music</i> Activity to help teach classroom norms and collaborative skills. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. To begin to help with impulse control, students play the game, <i>And...Freeze</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. Use social or moral stories/fables to engage in conversations about the impact of the choices we make. Encourage students to use movement or identify ideas for choreography generated from the stories and the moral of the stories.</p>

<p>Middle School (6-8 grade)</p>	<p>1. Students take ownership and engage in their learning.</p> <p>2. Students demonstrate the ability to reflect on their behavior and discuss a restorative plan with peers and/or adult educator(s).</p>	<p><i>Dance Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Use Thinking Sheets/ Dual Brain Sheets in classroom or other environments to assist in the process of reflecting on student's behavior, actions, and feelings. Model with students compassionate and empathetic qualities and behaviors you hope to see and hear in the classroom.</p> <p>Complete the dual brain sheets with the students. Here is an example:</p> <ul style="list-style-type: none"> • What is the challenge? • What led up to this challenge? • How was this challenge handled? • What are two adjustments or changes that can be made next time? • What needs to happen to make these changes? <p>Present thoughts and ideas to the class. Invite small groups of students to present the ideas through movement and choreograph the outcomes of this exercise.</p>
<p>Early High School (9-10 grade)</p>	<p>1. Students have an awareness of personal safety skills and the consequences of irresponsible behavior.</p> <p>2. Students demonstrate abilities to adapt to growth and change.</p>	<p><i>Dance Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Have students discuss & then present on the following topics:</p> <p>What does it mean to be prepared? What does it mean to be unprepared?</p> <p>What are personal safety skills for the classroom? What are personal safety skills for outside the classroom?</p> <p>What is the definition of performance etiquette? What are the behaviors of performance etiquette? Qualities?</p> <p>What are the consequences of irresponsible behavior when working with peers? Name examples showing a poor choice in behavior and its consequence(s).</p>

			<p>What are ways to adapt, change, or be flexible in a situation?</p> <p>*Invite students to present their answers through the use of dance/choreography.</p> <p>2. Teach, practice, and model how to use growth mindset language and strategies. Collaborate with others to identify questions additional growth mindset strategies. Students create and perform a piece of choreography to demonstrate learning.</p>
Late High School (11-12 grade)	<p>1. Students take responsibility for their own learning and personal growth.</p> <p>2. Students reflect on their actions and demonstrate an awareness of how this affects others.</p>	<p><i>Dance Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Have students discuss then present on the following topics: What does it mean to be prepared? What does it mean to be unprepared? What are personal safety skills for the classroom? What are personal safety skills for outside the classroom? What is the definition of performance etiquette? What are the behaviors of performance etiquette? Qualities? What are the consequences of irresponsible behavior when working with peers? Name examples showing a poor choice in behavior and its consequence(s). What are ways to adapt, change, or be flexible in a situation? *Invite students to present their answers through the use of dance/choreography.</p> <p>2. Teach, practice, and model how to use growth mindset language and strategies. Collaborate with others to identify questions additional growth mindset strategies. Students</p>

			<p>create and perform a piece of choreography to demonstrate learning.</p> <p>3. Have students develop a personal learning plan for their classes at school. Develop a list of measurable goals for progress or personal growth in a specific time period. For example, "I will complete a project in 2 weeks and will check in with my teacher or another adult at specific checkpoints." This plan can be listed in a planner or a calendar. Develop and execute collaborative and independent practice and rehearsal strategies with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>
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COLLABORATION

Collaboration refers to the ability to work well with others along lines of difference. Collaboration works to build positive communication, value multiple perspectives, effectively solve problems, and work through conflict.

4A. Students demonstrate communication skills.

"I will develop positive and healthy relationships with others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students participate in sharing time. 2. Students begin to be able to tell stories and listen to other's stories. 3. Students acknowledge greetings and goodbyes. 4. Students begin to understand that nonverbal communication is a form of communication. 	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Dance Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. Create daily movement focused greeting that students participate in on a consistent basis. 2. Teach students about the importance of nonverbal communication through movement of bodies, gestures, and facial expressions. Use dance movement phrases to express different feelings or emotions. Explore how facial expressions, especially eyes, tell how we are feeling inside. 3. Show students videos of varieties of dances. Invite students to identify the emotions expressed in the dance and how they related it to a personal experience.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students understand and practice nonverbal communication. 	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Teach students about the importance of nonverbal communication through movement of bodies, gestures, and facial expressions. Use dance movement phrases to express different

	<p>2. Students begin to demonstrate active listening skills.</p> <p>3. Students begin to recognize emotional contagion when we are working with one another.</p>	<p><i>Dance Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>feelings or emotions. Explore how facial expressions, especially eyes, tell how we are feeling inside.</p> <p>2. Show video clips of varieties of dances showing a range of emotion. Discuss the dancers' movements and facial features. Engage in a discussion with students to identify the emotions expressed in the dances and how they related it to a personal experience.</p> <p>3. Practice what it means to be a good audience member for any production or presentation. Divide class into 2 groups and have one group be the performers and one group be the audience. Nonverbally, have performers look for good qualities of the audience. Attend a local music, dance or theatre performance.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students engage in reciprocal conversations, practicing face-to-face communication and on-line communication.</p> <p>2. Students work on empathic listening skills to enhance the understanding of what the other person is saying.</p> <p>3. Students learn to express their own needs in order to collaborate with others.</p>	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<p>1. Give opportunities to groups of students to think and share ideas on given topics or questions. For example, place students in small groups to develop the evaluation criteria for a dance performance and how to document ways to improve the quality of their work.</p> <p>2. Practice building empathic listening skills by using an Empathy Map when reviewing a dance or dance study. Review the questions and have small groups work together to come up with a consensual idea about the multiple layers of meaning and possible revisions to be made.</p>

	4. Students begin to recognize emotional contagion when we are working with one another		
Early High School (9-10 grade)	<p>1. Students effectively respond to basic interpersonal comments and/or questions.</p> <p>2. Students demonstrate the ability to give and receive feedback to work towards effective communication skills.</p> <p>3. Students learn to express their own needs in order to collaborate with others.</p>	<i>Dance Anchor Standard 3: Refine and complete artistic work.</i>	<p>1. Practice listening skills by use of a triad exercise where one person listens, one speaks, and one observes and then provides feedback while reviewing student work (e.g., dance, dance study).</p> <p>2. Give opportunities to groups of students to think and share ideas on given topics or questions. For example, place students in small groups to develop the evaluation criteria for a dance performance and how to document ways to improve the quality of their work.</p> <p>3. Practice building empathic listening skills by using an Empathy Map when reviewing a dance or dance study. Review the questions and have small groups work together to come up with a consensual idea about the multiple layers of meaning and possible revisions to be made.</p>
Late High School (11-12 grade)	<p>1. Students employ strong communication skills by use of reflecting, reframing, open-questioning, and summarizing.</p> <p>2. Students recognize the importance of multiple perspectives within communication and seek</p>	<i>Dance Anchor Standard 3: Refine and complete artistic work.</i>	<p>1. Practice listening skills by use of a triad exercise where one person listens, one speaks, and one observes and then provides feedback while reviewing student work (e.g., dance, dance study).</p>

	<p>understanding.</p> <p>3. Students learn to express their own strengths and area for growth in order to collaborate well.</p>		<p>2. Give opportunities to groups of students to think and share ideas on given topics or questions. For example, place students in small groups to develop the evaluation criteria for a dance performance and how to document ways to improve the quality of their work.</p> <p>3. Have small groups of students analyze dances from several genres or diverse cultures. Following analysis, place one student from each original group into round table discussions so each round table represents a diverse perspective. Students are asked to participate in a thoughtful, engaging using the following criteria: contribution to the discussion, courtesy, critical thinking, and outside knowledge.</p>
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4B. Students understand teamwork and how to work productively with others.

"I will be able to work productively with others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to play games and construct activities where there are small groups of children working together. 2. Students play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Teach the roles of group work and how to work in a group (will continue to do this at each developmental level). Provide movement opportunities in demonstration and practice. 2. Play a variety of music to help students experience how dancing is a cooperative activity. Create a whole group or small group dance or movement phrase/pattern. 3. Invite class to learn and practice a classroom dance. A class dance brings unifying power, a way to bring all students together. Additionally, small groups of students could create short dance/dance movements to demonstrate to whole class to express emotion/idea.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students engage in cooperative game play. 2. Students work with a partner or small group to model turn -taking, listening skills and teamwork. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Involve students in experiential small group play-based activities in the classroom to allow multiple opportunities to practice collaborative skills and working together as a team member. Provide movement opportunities in demonstration and practice.

	<p>3. Students begin to understand the need for social interaction in order to fully experience the world.</p> <p>4. Students begin to understand how their brains are significantly impacted by social interactions.</p>		<p>2. Invite class to learn and practice a classroom dance. A class dance brings unifying power, a way to bring all students together. Additionally, small groups of students could create short dance/dance movements to demonstrate to whole class to express emotion/idea.</p> <p>3. Play a variety of music to help students experience how dancing is a cooperative activity. Create a whole group or small group dance or movement phrase/pattern. Invite students to reflect upon how dancing together helps create bonds with others and create a sense of connectedness.</p> <p>4. Facilitate the <i>Strike A Pose Activity</i>. Additional details can be found in the Building Social-Emotional Wellness Through the Arts Toolkit.</p>
Middle School (6-8 grade)	<p>1. Students participate with team/group members to problem-solve and contribute to group outcomes.</p> <p>2. Students practice active listening skills.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Students practice active listening by exploring two contrasting topics. Students identify and organize ideas to create representative movement phrases.</p> <p>2. Facilitate the <i>Strike A Pose Activity</i>. Additional details can be found in the Building Social-Emotional Wellness Through the Arts Toolkit.</p>

Early High School (9-10 grade)	1. Students cooperate and navigate roles and relationships for tasks during group experiences.	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	1.Students collaboratively identify a dance related question or problem. In small groups, students conduct research through different mediums on how dance communicates new perspectives. In this process, students need to articulate roles and responsibilities they will be responsible for to complete the ask.
Late High School (11-12 grade)	<p>1. Students contribute to teams to produce original works or solve problems.</p> <p>2. Students demonstrate willingness and ability to work toward a common goal.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	1.Students collaboratively identify a dance related question or problem. In small groups, students conduct research through different mediums on how dance communicates new perspectives. In this process, students need to articulate roles and responsibilities they will be responsible for to complete the ask.

4C. Students apply conflict management skills.

"I will use assertive communication to effectively work through conflict."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none">1. Students begin to learn and practice using "I-feel statements".2. Children with support are able to recognize conflict resolution strategies and routines they can put into place with other children when conflicts arise.	<p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none">1. Teach the use of the "I-message" and practice when and how to use them through guided improvisational experiences and learned movement. Model the use of "I-messages" – showing appropriate facial expressions and gestures using improvisational experiences to help guide student experience. Click here for I-message handout.2. Create a group poster or visualization of words and phrases that students can use when a conflict arises. Invite students to identify parts of the body and document a body shape or position to connect mind-body awareness when in conflict by drawing a picture. Click here for I-message handout.
Late Elementary (3-5 grade)	<ol style="list-style-type: none">1. Students continue to practice "I-feel statements" to address conflict when it arises.2. Students begin to learn about assertive communication and the nonverbal language.	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<ol style="list-style-type: none">1. Teach the use of the "I-message" and practice when and how to use them through guided improvisational experiences and learned movement. Model the use of "I-messages" – showing appropriate facial expressions and gestures using improvisational experiences to help guide student experience. Click here for I-message handout.

	<p>3. Students understand how their brains and bodies react to negative emotions and stress, impacting their ability to effectively resolve conflict.</p>		<p>2. Create a group poster or visualization of words and phrases that students can use when a conflict arises. Invite students to respond to conflict using assertive communication in a dance sequence through writing, symbols, or a form of media technology.</p> <p>3. Teach students how communicating nonverbally is just as important as speaking verbally. Allow students to practice communicating through facial expressions and body movements in a mirror or with a partner. Playing charades or re-enacting a story or historical time period using only body movements or gestures helps students to understand nonverbal communication.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students practice "I-feel statements" to address conflict when it arises and speak up for themselves using assertive language.</p> <p>2. Students demonstrate a plan for addressing conflict when it arises and maintain positive communication despite different perspectives.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<p>1. Give opportunities for collaborative problem-solving processes through discussions about ways to modernize or update past dance performances. Students need to use assertive communication strategies and conflict management skills to develop the project.</p> <p>2. Teach the difference between assertive, aggressive, and passive communication; apply knowledge/skills through dance scenarios/choreography.</p> <p>3. Reinforce lessons on "I-messages," provide scenarios, role-plays, and skits for opportunities to practice. Click <u>here</u> for I-message handout.</p>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students approach conflict in a collaborative manner and work toward solutions using a strength-based lens. 2. Students practice active listening and work to use "I-feel statements" throughout the conflict management process. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<ol style="list-style-type: none"> 1. Give opportunities for collaborative problem-solving processes through role-play, discussions, and debates to improve critical thinking and assertive communication strategies that can lead to strong conflict management skills. Encourage students to incorporate dance movements that challenge skills and build on strengths in an original dance study or dance. 2. Engage in problem-solving discussions or small group-based cooperative learning activities. Analyze and evaluate impact of choices made during dance performances.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students find constructive solutions and work towards compromises, seeking a win-win outcome. 2. Students model active listening and use "I feel statements" throughout the conflict management process. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<ol style="list-style-type: none"> 1. Give opportunities for collaborative problem-solving processes through role-play, discussions, and debates to improve critical thinking and assertive communication strategies that can lead to strong conflict management skills. Encourage students to incorporate dance movements that challenge skills and build on strengths in an original dance study or dance. 2. Engage in problem-solving discussions or small group-based cooperative learning activities. Analyze and evaluate impact of choices made during dance performances.

CONNECTION

Connection refers to the ability to navigate norms in diverse social settings, understanding power dynamics, respect the perspectives of and listen to others. Connection helps students cultivate ways to create a positive community that values multiple perspectives, identities and experiences.

5A. Students build relationships with people who are both similar to and different from them (selves) and engage respectfully with all people by acknowledging one another's heritages, traditions, and perspectives with an open mind.

"I build positive relationships with others, showing that I value diverse perspectives."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students are aware of norms in multiple social settings and co-construct what it means to behave respectfully in a given environment with the support of adult educators.</p> <p>2. Students will develop language and knowledge to accurately describe how people, including themselves, are both similar and different from each other.</p>	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Dance Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Provide opportunities for cooperative play, musical rhythms, and movements that demonstrate ways in which we connect with one another, as ways to help with co-regulation.</p> <p>2. Read culturally responsive children's literature and engage in an open conversation with students about similarities and differences of people; explore literature specifically on dances from different cultures.</p>
Late Elementary (3-5 grade)	<p>1. Students demonstrate an understanding that individuals have different perspectives based on their experiences, interactions with others, and the values expressed by friends and family.</p>	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Provide opportunities for cooperative play, musical rhythms, and movements that demonstrate ways in which we connect with one another, as ways to help with co-regulation.</p>

	<p>2. Students listen to others' perspectives and begin to view situations through the lens of others.</p> <p>3. Students practice listening to how other students might think or feel different than them.</p>	<p><i>Dance Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>2. Read culturally responsive children's literature and engage in an open conversation with students about similarities and differences of people; explore literature specifically on dances from different cultures.</p> <p>3. Watch short video clips of dances in various cultural settings observing how people moved and expressed feelings. Create a visual representation of the ideas generated by students. Use an <u>Empathy Map to guide discussion.</u></p>
<p>Middle School (6-8 grade)</p>	<p>1. Students demonstrate an awareness of how people may be treated and show compassion when they see anyone being excluded or mistreated because of their beliefs, values, or identities.</p> <p>2. Students show curiosity about others, seeking information about others' histories and lived experiences.</p> <p>3. Students can ask questions and listen through a non-judgmental lens.</p> <p>4. Students show an understanding that honoring diversity creates an open, welcoming community.</p>	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Dance Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Discuss the qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences. Discuss results during sharing time identifying how different students may think or feel in a similar or different way.</p> <p>2. Watch short video clips of dances in various cultural settings observing how people moved and expressed feelings. Create a visual representation of the ideas generated by students. Use an <u>Empathy Map</u> to guide discussion.</p> <p>3. Provide opportunities to connect different cultural backgrounds and practices. Students analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</p>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students listen to others' ideas and respect different ways of being and doing. 2. Students think critically about equity, social justice, and marginalized groups (or people) in society. 	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Dance Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. Encourage students to collaborate with others to identify questions about equity and social justice and create and perform a piece of choreography to respond to these questions. 2. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios. Encourage students to investigate how dance can be a tool/resource to generate discussion about equity and social justice. 3. Have students explore videos of dances performed by people of diverse perspectives and background. Students share insights relating to knowledge gained through the research process, the synergy of collaboration, the choreography, and the transfer of learning from this project to other learning situations.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students advocate on behalf of themselves and others, demonstrating the ability to stand up to discrimination, prejudice, and exclusion. 	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Dance Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios. Encourage students to investigate how dance can be a tool/resource to generate discussion about equity and social justice. 2. Encourage students to collaborate with others to identify questions about equity and social justice and create and perform a piece of choreography to respond to these questions.

			<p>3. Have students explore videos of dances performed by people of diverse perspectives and background. Students share insights relating to knowledge gained through the research process, the synergy of collaboration, the choreography, and the transfer of learning from this project to other learning situations.</p>
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5B. Students understand and express empathy, care, and concern for themselves and others.

"I can identify and demonstrate care and concern for others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin developing trusting and dynamic relationship with peers and school educators through reciprocal interactions, conversations, and experiences with others. 2. Students show kindness and positive regard for others. 3. Students express empathy when people are excluded or mistreated for any reason with the support of a trusted adult. 	<p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning to artistic work.</i></p>	<ol style="list-style-type: none"> 1. Share lessons of care and concern for others through the use of children's literature. Try to select books that depict movement/dance. Reinforce message by sharing personal experience with students to communicate you are a supportive adult in the school. 2. Provide students opportunities to express feelings of care and concern for others through through movement exercises.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students listen, begin to understand, and explain nonverbal and verbal communication with adults and peers. 2. Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult). 3. Students express empathy when people are excluded or mistreated for any reason. 	<p><i>Dance Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning to artistic work.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the Mirror Your Partner activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Attend a live theatre performance to understand how dancers tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies. 3. Show students various emotional expressions using images or short video clips

			of dance performances. Invite students to identify feelings, stories or ideas through movement or gesture.
Middle School (6-8 grade)	<ol style="list-style-type: none"> 1. Students work to understand another's emotions, the root cause of these emotions, and how to best respond to the needs. 2. Students are aware of their nonverbal and verbal responses to another's emotions, perspectives, and behaviors. 3. Students understand the impact of mirror neurons, both the potential for positive effects as well as negative effects. 4. Students show empathy towards others. 	<i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Mirror Your Partner</i> activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Attend a live theatre performance to understand how dancers tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies. 3. Students review various dance genres to explore connections found between the different dances; students engage in personal reflection about ease or difficulty in connecting with emotions and perspectives of genres reviewed.
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students express empathy and have the courage to speak up for others. 	<i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>	<ol style="list-style-type: none"> 1. Give students the opportunity to become the choreographer. How would they deliver critical feedback to their dancers in a caring and compassionate way? 2. Explain to the students they are now the owners of a dance studio. They must now develop the “rules” that dancers must follow in the studio. Break students into small groups. Each group will develop its own

			<p>dance studio rules and present to larger group. Process as a whole group the strengths and challenges of each group's rules – focusing on how each group communicated care and concern for dancers as a priority (or if this was a missing component).</p> <p>3. Attend a live theatre performance to understand how actors, dancers, and musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.</p>
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students identify anti-bias experiences/interactions. 2. Students defend against bias, prejudice, and privilege when encountered. 	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Dance Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. Give students the opportunity to become the choreographer. How would they deliver critical feedback to their dancers in a caring and compassionate way? 2. Explain to the students they are now the owners of a dance studio. They must now develop the “rules” that dancers must follow in the studio. Break students into small groups. Each group will develop its own dance studio rules and present to larger group. Process as a whole group the strengths and challenges of each group's rules – focusing on how each group communicated care and concern for dancers as a priority (or if this was a missing component). 3. Attend a live theatre performance to understand how actors, dancers, and musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.

CRITICAL THINKING

Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of their own thought processes and the effects they have on learning.

"I know how I learn."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to talk about how they are learning. 2. Students begin using various leaning techniques. 3. Students begin learning about their brain and how it helps them learn. With support of an adult, students can create a goal. 	<i>Dance Anchor Standard 9: Apply criteria to evaluate artistic work.</i>	<ol style="list-style-type: none"> 1. Teach the parts of the brain and how each part affects their learning and emotions. Demonstrate using a model of a brain and teaching the hand model of the brain. 2. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention to demonstrate understanding of the learning process.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students break down tasks into small, manageable steps. 2. Students learn about their strengths and how those strengths can support them in learning. 	<i>Dance Anchor Standard 7: Perceive and analyze artistic work.</i>	<ol style="list-style-type: none"> 1. Show students a dance sequence, then ask students to breakdown the sequence into the movement patterns that were demonstrated. 2. Discuss the many small steps it takes to create a dance sequence. Next, ask students to review a dance sequence and all of the steps in it. Invite each student or student group to

	<p>3. Students begin to organize their materials in ways that work best for them.</p> <p>4. Students continue to learn about their brain and its functioning. Students can set short-term learning goals.</p> <p>5. Students learn what bias is and how it affects their own thinking and decision making.</p>		<p>create their own dance sequence and be ready to share the steps used to create it.</p> <p>3. Explore Howard Gardner's Multiple Intelligences by having students learn about and create an original dance to demonstrate and identify the various ways we are "smart."</p>
Middle School (6-8 grade)	<p>1. Students understand how they learn best when completing various tasks and begin using that knowledge independently (e.g., what types of organization system is best for them, preferred study habits, etc.).</p> <p>2. Students develop SMART (Specific, Measurable, Achievable, Realistic, Time-Oriented) goals.</p> <p>3. Students continue to learn about their brain and its functioning.</p>	<p><i>Dance Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<p>1. Discuss the many small steps it takes to create a dance sequence. Next, ask students to review a dance sequence and all of the steps in it. Invite each student or student group to create their own dance sequence and be ready to share the steps used to create it.</p> <p>2. Explore Howard Gardner's Multiple Intelligences by having students learn about and create an original dance sequence. Before beginning, instruct students to develop a SMART goal outlining how they will accomplish their task.</p>
Early High School (9-10 grade)	<p>1. Students know how they learn for different tasks.</p>	<p><i>Dance Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Take students through a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis as a whole class to help evaluate a dance</p>

	<p>2. Students know their preferences for studying for tests.</p> <p>3. Students can recognize their strengths and growth areas in learning and processing information.</p>	<p><i>Dance Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<p>performance or dance technique. Find a SWOT Analysis template <u>here</u>.</p> <p>2. Use Graphic Organizers to help organize complex information into categories, allowing students' brains to visualize information and remember for future retrieval. Reflect upon a dance and discuss its artistic intent and artistic expression.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students understand how they learn best when completing different tasks.</p> <p>2. Students know their preferences for studying for tests.</p> <p>3. Students ask questions and can engage in discussion that demonstrates a deep understanding of content.</p>	<p><i>Dance Anchor Standard 7: Perceive and analyze artistic work</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<p>1. Complete a "<u>Minute Paper</u>" answering each question in 1-2 sentences after reviewing a dance performance.</p> <ul style="list-style-type: none"> • What is new concept or idea did you learned or take away from today's review? • How has this learning contributed to your artistic expression? • How do you think you will apply this new understanding? <p>2. Take students through a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis as a whole class to help evaluate a dance performance or dance technique. Find a SWOT Analysis template <u>here</u>.</p>

6B. Students understand the decision-making process and the role bias plays it making decisions.

"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students understand the "if/then" logic of choices. 2. Students can make decisions when limited options are presented. 	<i>Dance Anchor Standard 9: Apply criteria to evaluate artistic work.</i>	<ol style="list-style-type: none"> 1. Give students 2 options when there is a decision to be made without overwhelming them with too many options. Discuss why deciding between 2 options is easier than 3 or more options. Provide this activity by sharing two dance options, asking students which dance is best, or movement is better, etc. 2. Provide a limited amount of movements or dance techniques. Instruct students to create a short dance with only the movements or techniques provided.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students recognize there is a problem or a situation that needs attention. 2. Students gather information needed to make decision. 3. Students are able to evaluate the choices available to them. 	<i>Dance Anchor Standard 9: Apply criteria to evaluate artistic work.</i>	<ol style="list-style-type: none"> 1. In small groups, ask students to build content for choreography, including a storyline. Ask students what type of decisions and information this project will require from the group. 2. Discuss what issues may arise when the above task is not completed on time. What are some ways to communicate with your group partners, parent(s), or teacher about the barriers that happened, causing the incomplete task or assignment? Brainstorm strategies that could have been used to complete the task.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students discuss and evaluate how their decisions impact other people. 2. Students determine what information is needed to make a decision. 3. Students recognize how one's values, beliefs, and biases impact how they make decisions. 4. Students begin to understand the difference between reactive or reflective decisions. 	<p><i>Dance Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<ol style="list-style-type: none"> 1. In small groups, ask students to build content for choreography, including a storyline. Ask students what type of decisions and information this project will require from the group. 2. Invite students to interview 3-5 people (from different backgrounds and age levels) about how they approach making a decision. <ul style="list-style-type: none"> • What information is gathered to make the decision? • What are values and beliefs that are considered when making a decision? • Was it a quickly made decision, or did the decision take time to make? • Ultimately, was it the best decision for you? <p>Have students present what they have learned and facilitate a whole class debrief/discussion.</p> 2. Teach the difference between "snap" or "automatic" decisions and "reflective" or "thoughtful" decision-making. Engage students in a discussion about when these different types of decision-making are best implemented when performing a dance routine/performance..
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students understand and utilize problem-solving steps when making decisions. 	<p><i>Dance Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<ol style="list-style-type: none"> 1. Provide time to reflect on the artistic expression of varieties of dance genres. Collaboratively identify a dance related question or problem to the selected

	<p>2. Students understand how personal beliefs, values, and biases influence decision-making.</p> <p>3. Students begin to connect how decisions they make impact their future successes and wellbeing.</p>	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>dance genre. Conduct research through different mediums on how dance communicates new perspectives or realizations.</p> <p>2. Invite students to analyze two or more dances using aesthetic criteria to evaluate artistic expression. In the discussion, encourage students to value and explore other people's points of view and feelings to further the evaluation process. Invite student groups to share their findings and their reactions to this experience.</p> <p>3. Provide time for students to investigate various dance related careers through a variety of research methods and techniques. Develop a list of possible career options that best match student's strengths, values, and interests.</p>
Late High School (11-12 grade)	<p>1. Students understand and apply problem-solving techniques.</p> <p>2. Students take into account how personal beliefs, values, and biases influence decision-making.</p>	<p><i>Dance Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p> <p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Provide time to reflect on the artistic expression of varieties of dance genres. Collaboratively identify a dance related question or problem to the selected dance genre. Conduct research through different mediums on how dance communicates new perspectives or realizations.</p>

	<p>3. Students evaluate how their decisions will impact themselves and others.</p> <p>4. Students recognize that their decisions affect their future successes and wellbeing.</p>		<p>2. Invite students to analyze two or more dances using aesthetic criteria to evaluate artistic expression. In the discussion, encourage students to value and explore other people's points of view and feelings to further the evaluation process. Invite student groups to share their findings and their reactions to this experience.</p> <p>3. Provide time for students to investigate various dance related careers through a variety of research methods and techniques. Develop a list of possible career options that best match student's strengths, values, and interests.</p> <p>4. Select two careers of most interest. Analyze the skills needed for these career choices. Determine important decisions that are made on a daily basis for this career. Present through video, PowerPoint, infographic, or poster. *Develop individually or collaboratively criteria for making career choices that relate to dance.</p>
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6C. Utilizing the thinking process, students will analyze, synthesize, & evaluate the thinking process.

"I know how to identify problems and find creative and positive solutions to them."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students show curiosity in the learning environment. 2. Students ask questions to find out more information. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<ol style="list-style-type: none"> 1. Set up the classroom space for students to explore; Create pictures, lists, tables, and charts to show what students are curious to know more about. Find a common theme or topic connected to dance to explore as a class. 2. Use children's literature with pictures to allow students opportunities to problem-solve through story using body movements and/or dance techniques. Together as a class, stop at appropriate points in the story to develop body movements or dance techniques to enhance the story.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students begin to develop hypothesis about problems they face. 2. Students are able to reflect on their learning. 3. Students understand and use the problem-solving process. 	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<ol style="list-style-type: none"> 1. Teach how to develop a hypothesis and how a hypothesis helps in the critical thinking process in ways to identify ideas for choreography generated from a variety of stimuli. 2. Teach how to keep a reflective journal; Use <u>Reflective Writing Sentence Starters</u> as a way to find meaning or artistic intent based on the patterns of movement in a dance work. 3. Construct and solve multiple movement problems with multiple solutions

			and explore different transitions from one to the other to develop choreographic content. Make a visible list for students to review and in smaller groups, develop ways to solve the problem. Present by storyboard, video, architecture design, or map.
Middle School (6-8 grade)	<ol style="list-style-type: none"> 1. Students begin to develop hypothesis for problems in their learning environment. 2. Students regularly challenge current beliefs and mindsets, including their own. 3. Students continue to use reflective thinking practices. 	<p><i>Dance Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Dance Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<ol style="list-style-type: none"> 1. Keep a reflective journal; Use <u>Reflective Writing Sentence Starters</u> as a way to find meaning or artistic intent based on the patterns of movement in a dance work. 2. Teach students to set individual growth mindset learning goals. To help students focus on learning goals, explain that these goals are stated positively and typically express one of these three items: <ul style="list-style-type: none"> • I will learn to... • I will be able to... • I will succeed in... Present through elements of dance, dance technique, dance structure, choreographic principles, or production elements. 3. Use the KWL Strategy and <u>Exit Tickets</u> as formative evaluation and reflective thinking practice. Reflect upon the use of elements of dance in a variety of genres, styles, and diverse cultures and historical periods which may be specific to Indiana.

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students focus on finding the best explanation rather than being right. 2. Students ask thoughtful and reflective questions to seek more information to gain greater understanding. 3. Students understand the importance of considering multiple viewpoints in the problem-solving process. 4. Students are able to approach problem solving with an open mind by taking into account other's opinion explanations. 	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Teach and use the <u>Thinking Aloud in Pairs for Problem Solving (TAPPS)</u> strategy to increase students' skills in critical thinking and metacognition. Reflect upon the ideas expressed by the choreographer in a dance. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis. 2. Have students complete a <u>SWOT Analysis</u> to find a suitable solution to an issue or feedback received from a choreographer or dance performance. 3. Provide students the opportunity to debate genres of dance or dance performance. Use a <u>structured debate format</u>.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits, and goals. 2. Students apply self-corrective thinking. 3. Students interpret data to appraise evidence and evaluate arguments through a strength-based lens. 	<p><i>Dance Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Teach and use the <u>Thinking Aloud in Pairs for Problem Solving (TAPPS)</u> strategy to increase students' skills in critical thinking and metacognition. Reflect upon the ideas expressed by the choreographer in a dance. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis. 2. Have students complete a <u>SWOT Analysis</u> to find a suitable solution to an issue or feedback received from a choreographer or dance performance.

			3. Provide students the opportunity to debate genres of dance or dance performance. Use a <i><u>structured debate format</u></i> .
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MINDSET

Mindset refers to the ability to demonstrate cognitive flexibility, innovative and adaptive thinking strategies, and a growth perspective. Developing mindset is a critical learning skill that helps students examine multiple cultural lenses helping to develop perseverance, self-discovery, resilience, and the ability to receive and give constructive feedback.

7A. Students demonstrate a growth perspective, highlighting the ability to learn from challenges or failures and try again.

"I can learn and grow from challenges and failures."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none">1. Students seek support from an educator to help find ways to learn from mistakes.2. Students show excitement for learning.	<i>Dance Anchor Standard 3: Refine and complete artistic work.</i>	<ol style="list-style-type: none">1. Place growth mindset posters or other visual aids to offer reminders and explore a variety of solutions to movement problems.2. Provide improvisational experiences to engage students to try new ideas. Invite students to depict the levels of movements learned from the improv experience by drawing a picture or using symbols.
Late Elementary (3-5 grade)	<ol style="list-style-type: none">1. Students describe how learning from mistakes helps build new neural connections.2. Students recognize that mistakes are a part of the learning process.	<i>Dance Anchor Standard 3: Refine and complete artistic work.</i>	<ol style="list-style-type: none">1. Place growth mindset posters or other visual aids to offer reminders and explore a variety of solutions to movement problems.2. Teach about neuroplasticity and how the brain develops through continuous effort and learning. Engage students in a discussion about how neuroplasticity helps in learning dance and remembering dance routines.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate adaptive thinking strategies to learn from challenges or mistakes. 2. Students understand that learning from challenges increases the opportunity to change their brain. 	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<ol style="list-style-type: none"> 1. Place growth mindset posters or other visual aids to offer reminders and explore a variety of solutions to movement problems. 2. Talk about your own challenges/mistakes to model learning from mistakes; create a culture of celebrating mistakes and the importance of receiving feedback from others to expand choreographic possibilities. 3. Teach about neuroplasticity and how the brain develops through continuous effort and learning. Engage students in a discussion about how neuroplasticity helps in learning dance and remembering dance routines.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students practice growth mindset strategies. 2. Students demonstrate that learning with a growth mindset is done by taking small steps despite the challenges. 	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<ol style="list-style-type: none"> 1. Have students reflect about what they have learned from their mistakes/challenges regarding a dance performance or from evaluating a video of a dance performance. Talk about your own challenges/mistakes to model learning from mistakes. 2. Create a culture of celebrating mistakes and the importance of receiving feedback from others to expand choreographic possibilities. Clarify the artistic intent of a dance by manipulating choreographic processes, principles, and structures based on established artistic criteria, self-reflection, and the feedback of others.

			<p>3. Use formative assessments to provide multiple opportunities to give feedback and gain student input. Examples include, applying feedback post performance, accepting notes from choreographer and applying corrections to future performances.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students develop innovative and flexible thinking strategies to overcome barriers.</p> <p>2. Students recognize the value in learning from mistakes.</p>	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Have students reflect about what they have learned from their mistakes/challenges regarding a dance performance or from evaluating a video of a dance performance. Talk about your own challenges/mistakes to model learning from mistakes.</p> <p>2. Create a culture of celebrating mistakes and the importance of receiving feedback from others to expand choreographic possibilities. Clarify the artistic intent of a dance by manipulating choreographic processes, principles, and structures based on established artistic criteria, self-reflection, and the feedback of others.</p> <p>3. Use formative assessments to provide multiple opportunities to give feedback and gain student input. Examples include, applying feedback post performance, accepting notes from choreographer and applying corrections to future performances.</p>

7B. Students practice innovative and adapted thinking.

"I am open to trying new and creative strategies, learning from the cultural perspectives of others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students understand mistakes are a normal part of the learning process.</p> <p>2. Students begin to apply creative ideas and show enthusiasm for learning.</p>	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<p>1. Promote divergent thinking: Practice divergent thinking exercises and movement games. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.</p> <p>2. Intentionally make a mistake using movement/dance techniques and challenge students to find it.</p>
Late Elementary (3-5 grade)	<p>1. Students demonstrate adaptive thinking as they gain new information and understand cultural perspectives.</p> <p>2. Students apply creative thinking skills and strategies.</p>	<p><i>Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Dance Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Promote divergent thinking: Practice divergent thinking exercises and movement games. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.</p> <p>2. Intentionally make a mistake using movement/dance techniques and challenge students to find it.</p> <p>3. Explore revision options in movement choices in response to feedback to improve movement/dance. Describe the differences the changes made in the movements/dance.</p>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate adaptive thinking by showing an openness to learn from the diverse cultural perspectives of others. 2. Students regularly challenge current beliefs and mindsets, including their own. 3. Students use reflective thinking. 	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<ol style="list-style-type: none"> 1. Based on feedback from others and using a framework of choreographic principles provide students time to develop a hypothesis for what may be causing the presenting issue or problem. 2. Encourage students to collaborate with others to revise and expand a dance or dance study using a variety of theatrical elements, choreographic structures, and principles. Make sure to instruct students to take time to evaluate their own thinking, potential biases, and fixed mindset before engaging in the process. 3. Keep a reflective journal; Use <i>Reflective Writing Sentence Starters</i> as a way to find meaning or artistic intent based on the patterns of movement in a dance work.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students practice multiple divergent thinking strategies. 2. Students show effort and apply creative strategies demonstrating cognitive flexibility. 	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<ol style="list-style-type: none"> 1. Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a dance or dance performance. 2. Use <i>Socratic Circles and Socratic questions</i>. Use questions that may not have an "answer," such as, "What is the impact of the choice you made when you changed your technique?" or "What if the choreography changed in?" Give students time to develop questions for the Socratic Circle so they can ask questions important to their learning and are meaningful to them.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students apply creative strategies and novel approaches when faced with problems or learning tasks. 2. Students focus and try multiple flexible and creative thinking strategies. 	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<ol style="list-style-type: none"> 1. Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a dance or dance performance. 2. Use <i>Socratic Circles and Socratic questions</i>. Use questions that may not have an "answer," such as, "What is the impact of the choice you made when you changed your technique?" or "What if the choreography changed in?" Give students time to develop questions for the Socratic Circle so they can ask questions important to their learning and are meaningful to them.
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7C. Students demonstrate an openness to receive and give constructive feedback.

"I improve when I keep an open-mind about the feedback that others give."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to learn how to receive feedback from educators. 2. Students demonstrate flexible thinking based on the feedback received from others. 	<i>Dance Anchor Standard 3: Refine and complete artistic work.</i>	<ol style="list-style-type: none"> 1. Have students practice using growth mindset language. Ask students to explore a variety of solutions to a movement problem using strength-based, growth-mindset language. Model and demonstrate communication practices that are polite, clear, and compassionate. 2. Use/model process praise when reviewing a dance performance with students.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students use questioning to help make sense of feedback received. 2. Students engage in a guided discussion with the educator when receiving feedback. 3. Students develop skills as they learn to give and receive constructive feedback with peers. 	<i>Dance Anchor Standard 3: Refine and complete artistic work.</i>	<ol style="list-style-type: none"> 1. Use/model process praise when reviewing a dance performance with students. 2. Provide students a ready-made reflection/question tip sheet when conferencing as a tool to guide discussion to expand the choreographic possibilities, utilize self-reflection and feedback from others. 3. Have students practice using growth mindset language. Ask students to work in groups to brainstorm a variety of solutions to a movement problem/choreography issues using strength-based, growth-mindset approach. Model and demonstrate communication practices that are polite, clear, and compassionate.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate innovative and adaptive thinking by using the feedback received from others. 2. Students recognize the growth opportunity and ability to gain multiple perspectives from giving and receiving feedback. 	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<ol style="list-style-type: none"> 1. Use/model process praise when reviewing a dance performance with students. 2. Provide students a ready-made reflection/question tip sheet when conferencing as a tool to guide discussion to expand the choreographic possibilities, utilize self-reflection and feedback from others. 3. Have students practice using growth mindset language. Ask students to work in groups to brainstorm a variety of solutions to a movement problem/choreography issues using strength-based, growth-mindset approach. Model and demonstrate communication practices that are polite, clear, and compassionate.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students view feedback as 'data' that helps them learn. 2. Students apply new knowledge gained from self-reflection and feedback from others to make positive changes. 	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p>	<ol style="list-style-type: none"> 1. Use/model process praise when reviewing a dance performance with students. 2. Students use feedback from multiple sources to clarify the artistic intent of a dance by manipulating choreographic processes, principles, and structures based on established artistic criteria, self-reflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process. 3. Students review learning journals and/or learning goals to reflect on progress and any barriers to achieving their goals on their dance performance.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students understand mistakes provide opportunities to grow using the feedback from others. 2. Students view feedback as 'data' that helps them learn. 	<p><i>Dance Anchor Standard 3: Refine and complete artistic work.</i></p> <p><i>Dance Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<ol style="list-style-type: none"> 1. Use/model process praise when reviewing a dance performance with students. 2. Students use feedback from multiple sources to clarify the artistic intent of a dance by manipulating choreographic processes, principles, and structures based on established artistic criteria, self-reflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process. 3. Students review learning journals and/or learning goals to reflect on progress and any barriers to achieving their goals on their dance performance.
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